**5.NF.1**

Mystique had a piece of string that was 4 inches long. She cut off  inch of the string to use in her science fair project. How long is Mystique’s string now? Show your work using words, pictures, and/or numbers.

**5.NF. 2**

Danielle wrote this equation in her notebook.

 +  = 

Without calculating the answer, how can you tell Danielle’s sum is incorrect?

**5. NF.3**

The cafeteria made 96 ounces of pudding. The cooks put the pudding into 7-ounce containers. How many of the containers can be filled completely with pudding? What fraction of a container (if any) will be leftover? Explain how you solve this problem using words, objects or numbers.

**NF. 4a**

Elin saw this number sentence written on her mother’s soup recipe.

 x 2 = 1

Which scenario best explains the equation on the soup recipe? Support your answer using numbers, drawings or words.

**A**  The recipe uses  cup of carrots and halving the recipe uses 1

cups of carrots.

**B** The recipe uses 4 cups of carrots and doubling the recipe uses 1

cups of carrots.

**C**  The recipe uses 3 cups of carrots and halving the recipe uses 1

cups of carrots.

**D**  The recipe uses  cup of carrots and doubling the recipe uses 1

cups of carrots.

**5. NF.4b**

Carly made a mat for her drawing. The dimensions are shown below. What is the area of Carly’s mat? Show your work.

inch

inch

**5. NF.5a**

Carla thinks that if she calculates 5 times that the product will be smaller than

5. Diego disagrees. What do you think? Explain your thinking.

**5. NF.5b**

Jorge has a recipe that calls for 2 cups of flour. He plans to make 1times the recipe. Will the amount of flour Jorge needs be equal to, greater than, or less than

the amount of flour his recipe calls for? Explain your reasoning.

**5. NF.6**

Andrea, Yolanda, and their two daughters shared half a watermelon. If they shared equally, how much of the watermelon did each receive? Show your work using pictures, numbers, or words.

**5. NF.7**

Create a story context for  ÷ 4. Use a visual fraction model to show the quotient. Use the relationship between multiplication and division in your explanation.